

4-1-1946

Trinity College Bulletin, 1945-1946 (Inaguration Number)

Trinity College

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The Trinity College Bulletin



INAUGURATION NUMBER

Hartford 6, Connecticut

April, 1946

VOLUME XLIII

NEW SERIES

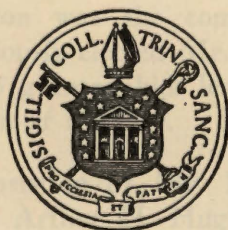
NUMBER 2

Issued Quarterly by the College. Entered January 12, 1904, at Hartford, Conn., as second class matter under the Act of Congress of July 16, 1894.

Accepted for mailing at special rate of postage provided for in Section 1103, Act of October 3, 1917, authorized March 3, 1919.

The Bulletin includes in its issues: the College Catalogue; Reports of the President, Treasurer, and Librarian; Announcements, Necrology, and Circulars of Information.

THE INAUGURATION OF
GEORGE KEITH FUNSTON
THIRTEENTH PRESIDENT
OF TRINITY COLLEGE



TRINITY COLLEGE CHAPEL

Hartford, Connecticut

February the Twenty-second

1946

THE INauguration of
George Keith Elington
thirtieth President
of Trinity College



TRINITY COLLEGE CHAPLAIN

Hartford, Connecticut

February 10, 1904

ELECTION BY THE TRUSTEES

AT a meeting of the Trustees of Trinity College on June 23, 1944, the committee for the selection of a new president consisting of Messrs. William G. Mather, Chairman; A. Northey Jones; Lisenard B. Phister; Jerome P. Webster; and Charles G. Woodward reported that Mr. George Keith Funston was the committee's choice. The Trustees then unanimously elected Mr. Funston president of the College, and also granted him leave of absence to the Navy for the duration of the war.

A Committee consisting of Mr. Newton C. Brainard, Chairman, and Dean Arthur H. Hughes was appointed to select an Inauguration Committee, and to arrange for the Inauguration of the President-elect into office. Upon Mr. Funston's release from the Navy in the fall of 1945, the Committee selected February 22, 1946, as the date and made arrangements for the ceremonies, an account of which is presented herein.

INAUGURATION COMMITTEE

*NEWTON C. BRAINARD, *Chairman*

*ARTHUR H. HUGHES, *Secretary*

*ARTHUR ADAMS

ARCHIE R. BANGS

LEROY C. BARRET

LYMAN B. BRAINERD

JOSEPH BUFFINGTON

MARTIN W. CLEMENT

HARRY T. COSTELLO

H. M. DADOURIAN

J. H. KELSO DAVIS

JOHN P. ELTON

SAMUEL FERGUSON

EDWARD F. HUMPHREY

VERNON K. KRIEBLE

WILLIAM G. MATHER

PHILIP J. MCCOOK

*OWEN MORGAN

*A. HENRY MOSES

JAMES A. NOTOPOULOS

*HENRY A. PERKINS

LAWSON PURDY

ODELL SHEPARD

HORACE C. SWAN

EDWARD L. TROXELL

FREDERIC C. WALCOTT

*CHARLES G. WOODWARD

THOMAS S. WADLOW, *Marshal of Inauguration*

*Executive Committee

DELEGATES FROM EDUCATIONAL INSTITUTIONS

1636, HARVARD UNIVERSITY
WALLACE B. DONHAM, A.B., LL.B.,
LL.D., L.H.D.
*George Fisher Baker Professor of
Administration*

1701, YALE UNIVERSITY
HON. WILBUR L. CROSS, PH.D., LITT.D.,
LL.D.
*Dean of the Graduate School and
Sterling Professor of English Emer-
itus*

1740, UNIVERSITY OF PENNSYL-
VANIA
WILLIAM HAGAN DUBARRY, B.S., LL.D.
Executive Vice-President.

1746, PRINCETON UNIVERSITY
MORSE SHEPARD ALLEN, A.B., A.M.,
PH.D.
Alumnus

1754, COLUMBIA UNIVERSITY
WILLIAM P. KIRK
Alumnus

1764, BROWN UNIVERSITY
R. G. D. RICHARDSON, PH.D., D.C.L.,
LL.D.
Dean of the Graduate School

1766, RUTGERS UNIVERSITY
ARTHUR ADAMS, PH.D.
Alumnus

1769, DARTMOUTH COLLEGE
EDWIN B. JUDD, B.S., M.A.
Alumnus

1787, FRANKLIN AND MARSHALL
COLLEGE
ALFRED NEVIN SAYRES, A.B., D.D.
Alumnus

1791, UNIVERSITY OF VERMONT
JAMES H. NAYLOR, M.D., LL.D.
Alumnus

1793, WILLIAMS COLLEGE
EDWARD E. DISSELL, B.A.
Alumnus

1794, BOWDOIN COLLEGE
MANTON COPELAND, B.S., M.S., PH.D.
*Professor of Biology and Josiah Little
Professor of Natural Science*

1802, UNITED STATES MILI-
TARY ACADEMY
COLONEL JAMES V. WALSH
Alumnus

1812, HAMILTON COLLEGE
PETER B. OGILBY, A.B.
Alumnus

1813, COLBY COLLEGE
CHARLES F. T. SEAVERN, A.B., M.A.
Alumnus

1819, COLGATE UNIVERSITY
CARL A. KALLGREN, B.D., PH.D.
Dean of the College

1819, NORWICH UNIVERSITY
DANIEL H. B. STARR, B.S.
Alumnus

1821, AMHERST COLLEGE
EUGENE SMITH WILSON, B.A.
Secretary of the Corporation

1824, KENYON COLLEGE
MELVIN D. SOUTHWORTH, PH.B.
Alumnus and Trustee

1824, RENSSELAER POLYTECH-
NIC INSTITUTE
KENNETH P. APPLGATE, E.E.
Trustee and Secretary of the Board

1826, LAFAYETTE COLLEGE
DOUGLAS BROWN, B.S.
Alumnus

1831, NEW YORK UNIVERSITY
NELSON F. ADKINS, M.A., PH.D.
Assistant Professor of English

1831, WESLEYAN UNIVERSITY
VICTOR LLOYD BUTTERFIELD, B.A.,
M. A., PH.D.
President

1833, HAVERFORD COLLEGE
WILMAR M. ALLEN, M.D.
Alumnus

1834, HARTFORD SEMINARY
FOUNDATION
RUSSELL HENRY STAFFORD, M.A., D.D.,
S.T.D., LL.D.
President

1835, WHEATON COLLEGE
E. DOROTHY LITTLEFIELD, A.B., A.M.
*Dean of Freshmen, Associate Profes-
sor of French, Head of Department
of Romance Languages*

1836, THE UNION THEOLOGICAL
SEMINARY
THEODORE A. GREENE, M.A., D.D.
Alumnus

1837, MOUNT HOLYOKE COLLEGE
ROSWELL G. HAM, PH.D., LL.D.,
President

1837, KNOX COLLEGE
CRAIG GERALD WHITSITT, A.B., B.D.
Alumnus

1839, BOSTON UNIVERSITY
PAUL M. BOYNTON, B.B.A., M.B.A.
Alumnus

1841, FORDHAM UNIVERSITY
DAVID J. CROMBIE, B.A., M.A.
Alumnus

1843, COLLEGE OF THE HOLY
CROSS
DAVID L. TWOMEY, S.J., A.B., M.A.,
PH.D., S.T.L.
*Professor of Sociology, Chairman of
Department of Sociology*

1849, TEACHERS COLLEGE OF
CONNECTICUT
SHERMAN G. WAGGONER, B.A., M.A.,
PH.D.
Superintendent of Practice Schools

1850, THE UNIVERSITY OF
ROCHESTER
MACDONALD G. NEWCOMB, A.B.
Alumnus

1852, TUFTS COLLEGE
LEONARD CARMICHAEL, PH.D., Sc.D.,
LITT.D., LL.D.
President

1854, BERKELEY DIVINITY
SCHOOL
PERCY LINWOOD URBAN, B.A., M.A.,
B.D., S.T.D.
*Professor of Systematic Theology and
Lecturer in Christian Missions*

1857, LONG ISLAND COLLEGE OF
MEDICINE
WADE W. OLIVER, B.A., M.D.
*Professor of Bacteriology, and Secre-
tary of the Faculty*

1858, SEABURY-WESTERN
THEOLOGICAL SEMINARY
SAMUEL H. EDSALL, B.A., M.A., D.D.
Alumnus

1860, BARD COLLEGE
CHARLES HAROLD GRAY, PH.D.
President

1861, MASSACHUSETTS INSTI-
TUTE OF TECHNOLOGY
THOMAS D. GREEN, A.B., B.S.
Honorary Secretary

1863, MASSACHUSETTS STATE
COLLEGE
STOWELL C. GODING, A.B., A.M., PH.D.
Associate Professor, French and Music

1863, BATES COLLEGE
HARRY W. ROWE, A.B., A.M.
Assistant to the President

1864, SWARTHMORE COLLEGE
WILLIAM O. AYDELOTTE, A.B., PH.D.
Alumnus

1865, LEHIGH UNIVERSITY
RALPH D. READ, B.A., S.T.B.
Alumnus

1865, WORCESTER POLYTECHNIC
INSTITUTE
GEORGE S. ATKINSON, B.S.
Alumnus

1865, UNIVERSITY OF MAINE
GEORGE S. BROOKES, PH.D.
Alumnus

1865, CORNELL UNIVERSITY
EDMUND E. DAY, B.S., M.A., PH.D.,
LL.D.
President

1866, UNIVERSITY OF NEW
HAMPSHIRE
JERAULD A. MANTER, B.S.
Alumnus

1867, EPISCOPAL THEOLOGICAL
SCHOOL
CHARLES L. TAYLOR, JR., M.A., TH.D.,
D.D.
Dean

1868, UNIVERSITY OF CALIFOR-
NIA
HENRY E. MILLS, B.S., J.D.
Alumnus

1870, THE OHIO STATE UNIVER-
SITY
BERTRAM S. STEPHENSON, PH.B.
Alumnus

1870, SYRACUSE UNIVERSITY
THOMAS G. HART, M.E.
Alumnus

1870, WELLESLEY COLLEGE
(Mrs.) EDWARD W. HASTINGS, B.A.
Alumna

1870, STEVENS INSTITUTE OF
TECHNOLOGY
HARVEY NATHANIEL DAVIS, A.B., A.M.,
PH.D., LL.D., Sc.D., D.ENG.
President

1871, SMITH COLLEGE
EUNICE WEAD, B.A., M.A.
*Visiting Lecturer, History and Art of
Book Production*

1876, THE JOHNS HOPKINS
UNIVERSITY
ARTHUR HOWARD HUGHES, A.B., A.M.,
Ph.D.
Alumnus

1876, U. S. COAST GUARD ACADEMY
CAPTAIN G. R. O'CONNOR, USCG
Head of the Engineering Department

1879, RADCLIFFE COLLEGE
MARJORIE S. RICE, A.B.
Alumna

1881, THE UNIVERSITY OF
CONNECTICUT
A. N. JORGENSEN, Ph.D., LL.D.
President

1885, SPRINGFIELD COLLEGE
PAUL M. LIMBERT, A.B., B.D., Ph.D.
President-Elect

1892, RHODE ISLAND STATE
COLLEGE
CARL RAYMOND WOODWARD, B.S., M.A.,
Ph.D., Litt.D., D.Sc.
President

THE STATE OF CONNECTICUT
RAYMOND E. BALDWIN, A.B., LL.B.,
LL.D.
Governor

THE CITY OF HARTFORD
CORNELIUS A. MOYLAN, B.A., LL.B.
Mayor

1899, SIMMONS COLLEGE
(MRS.) STANLEY KNOWLES, B.S.
Alumna

1911, CONNECTICUT COLLEGE
KATHARINE BLUNT, Ph.D., LL.D.
President

1916, RUSSELL SAGE COLLEGE
HELEN MCKINISTRY, B.S., M.A., LL.D.
President

1920, THE JULIUS HARTT MUSICAL
FOUNDATION
MOSHE PARANOV
Director

1932, SAINT JOSEPH COLLEGE
SISTER M. ROSA, B.A., M.A., Ph.D.
Dean

1939, HARTFORD JUNIOR COLLEGE
LAURA A. JOHNSON, B.S., M.A.
Dean

STATE LIBRARY
JAMES BREWSTER, B.A., B.L.S.
State Librarian of Connecticut

UNITED CHAPTERS OF PHI
BETA KAPPA
JOHN K. CLARK, A.B., LL.B.
*Vice-President and Chairman, Phi
Beta Kappa Foundation*

PROGRAM FOR THE DAY

FEBRUARY 22, 1946

- 11.00—12.30 Registration of Delegates
 Williams Memorial Library
- 1.00 Buffet Luncheon for Delegates and Guests
 Cook Dining Hall
- 2.00 Formation of Academic Procession
 Alumni Hall
- Carillon Recital
 by
 Edward Gammons of Groton School
- 2.30 Inauguration
 College Chapel
- 4.30 Reception and Tea
 Cook Lounge

ORDER OF EXERCISES

Organ Prelude

Processional March

Invocation

THE RT. REV. CONRAD HERBERT GESNER,
Bishop Coadjutor of South Dakota

Hymn—"Holy, Holy, Holy"

Presentation of the President

ALLEN NORTHEY JONES

Investiture of the President

NEWTON CASE BRAINARD

Acceptance

PRESIDENT GEORGE KEITH FUNSTON

Greetings from the Educational Institutions of New England

WALLACE BRETT DONHAM

Greetings from the Faculty

PROF. VERNON KRIEBEL KRIEBLE

Greetings from the Alumni

ELIOT LEE WARD, '13

Greetings from the Students

ALBERT EDWARD HOLLAND, '46

Centennial Hymn

Conferring of Honorary Degrees

DOCTOR OF LAWS, *Honoris Causa*

WALLACE BRETT DONHAM, Cambridge, Massachusetts

DOCTOR OF HUMANE LETTERS, *Honoris Causa*

VICTOR LLOYD BUTTERFIELD, Middletown, Connecticut

DOCTOR OF DIVINITY, *Honoris Causa*

CONRAD HERBERT GESNER, Sioux Falls, South Dakota

Alma Mater—" 'Neath the Elms"

Address

DR. VICTOR LLOYD BUTTERFIELD
President of Wesleyan University

Benediction

THE RT. REV. CONRAD HERBERT GESNER

Recessional March

Organ Postlude

INVOCATION

THE RT. REV. CONRAD HERBERT GESNER

In the Name of the Father, and of the Son, and of the Holy Ghost. Amen. Almighty God, our Heavenly Father by whose gift all good things do come, we offer Thee our unfeigned thanks for the bountiful goodness which put into the hearts of men the desire to found this College and then foster and encourage knowledge of Thee and of Thy Creation. This day we do recall a glorious history as we await the unfolding of a brave and an inspired future. We devoutly ask Thy blessing upon Trinity College, its Trustees, Faculty and students—and especially do we beseech thine aid for George Keith Funston, called, elected and now to be inaugurated President. May Thy Holy Spirit ever be with him; Thy Heavenly grace ever sustain him—that this College called by the name of the blessed Trinity may be furnished with such increasing success upon earth as will bring further joy and thankfulness to all of its faithful departed in Heaven. All of which we ask in the name of our blessed Lord and Saviour Jesus Christ. Amen.

PRESENTATION OF PRESIDENT FUNSTON

ALLEN NORTHEY JONES

Mr. Brainard, members of the Board of Trustees of Trinity College, distinguished guests, ladies and gentlemen:

Two and a half years ago, in August 1943, we were all deeply shocked by the tragic death of Remsen Brinckerhoff Ogilby, who had so ably led this college for a period of twenty-three years. I shall not now take the time to tell how much President Ogilby did for Trinity—I shall quote merely the last sentence of a resolution passed by the Board of Trustees that August, which said, "The enduring monument of Remsen Brinckerhoff Ogilby is what he has written in the hearts and minds of men which will be passed on from generation to generation."

Inasmuch as the Navy had established the V-12 training program at Trinity, it was necessary for the Trustees to elect immediately a chief executive for the College, and Dean Arthur Howard Hughes was unanimously elected Acting President to serve as chief executive until a president should be selected. Acting President Hughes successfully managed the affairs of the College, negotiating with the Navy Department concerning the V-12 Program, both when over 400 men were enrolled in the V-12 program with less than a hundred civilian students in the College, and later when the V-12 program was reduced and there were only about 150 trainees and 80 civilian students. In these trying times of fluctuating numbers in the student body and on the faculty, he so managed the affairs of the College that it was able to live within its income. He has had a sympathetic ear for the problems of the students and of the faculty, and served with distinction as Acting President until our new President established residence in Hartford and was able to take over his duties last October.

At the same meeting in August 1943 at which the Acting President was elected, the Board of Trustees appointed a committee of the Board to select and nominate a new presi-

dent. Our own interested Alumni and many others suggested names to the Committee. The list included college presidents, deans and professors, headmasters of preparatory schools, outstanding educators and administrators, members of the clergy whose success as leaders of young people merited serious consideration, and others distinguished for their activity in government, international affairs, literature, and business. Well over a hundred men were suggested or recommended. By December 1943 the list had been cut down to approximately ten names, all of them outstanding personalities.

At that time Thomas Francis Flanagan, a member of our Board of Fellows, asked to meet with the Committee, as he had what he felt—and what later turned out to be—an important recommendation to make. He proposed a man who had not aged and grown weary as an educator or administrator of an educational institution, nor who had reached the venerable dignity of a bishop of the Episcopal Church, nor who had over the years become a business tycoon in industry or the marts of trade. He proposed a man, born in 1910, in Waterloo, Iowa, who received his elementary education in Sioux Falls, South Dakota; an Alumnus of our own College of the Class of 1932; a Phi Beta Kappa man and valedictorian of his class; winner of the Ferguson History Prize and the Holland Scholarship in his junior year and of the F. A. Brown Public Speaking Prize and Russell Fellowship for graduate study in his senior year; who was a member of the Alpha Delta Phi fraternity; and who in his senior year was President of the Interfraternity Council, College Marshal, and President of Medusa, the senior honorary society; a man who after graduating from Trinity went to Harvard Business School where he was a member of the Harvard Business Review and received the degree of Master of Business Administration *cum laude* in 1934. He worked his way through college and Harvard Business School. For a year he was on the staff of Harvard Business School, teaching accounting and working as research assistant in that field. For five years he worked for the American Radiator Company in New York City as assistant to the treasurer, and then for about a year and a half was Director

of Purchases for Sylvania Electric Products Incorporated, in New York. Upon the entrance of our country into the war, he was granted a leave of absence from that company to work with the War Production Board in Washington as Special Assistant to Donald M. Nelson, Chairman of that Board. His wife is a real helpmate, and they now have two daughters. He is a member of the Episcopal Church. Bishop Coadjutor Conrad Gesner of South Dakota was largely instrumental in his having come to Trinity. That man is George Keith Funston.

To those of the Committee who did not know Keith Funston, the record was impressive for so young a man. As to those of us who did know him, we wondered why we had not been urging his selection before. The Committee continued to investigate other names, but the more we investigated the more we found that Keith Funston had those qualities of scholarship, as revealed early in his college career; of imparting the quest for knowledge to younger men, as shown in his year of teaching at Harvard Business School and in business and in the War Production Board; of getting things done and getting along with people—so necessary in dealing with both faculty and students in a college—as evidenced particularly in dealing with the difficult problems he had while in Washington; of business and financial ability displayed in his business posts; of a genial smile and personal charm, as a host of friends can testify; of sincere religious beliefs and devotion, as indicated by his active membership for years in the Episcopal Church; and, finally, of absolute integrity of character.

The more we discussed the matter and the more we searched, the easier it was to see that we did not need to look further, provided we could persuade this young man, with the prospect of so brilliant a business career, to exert the self-sacrifice which would be necessary in devoting his life to the mental training, moral guidance and leadership of young men. Certain members of our Committee called on George Keith Funston, and ascertained from him, after due deliberation on his part, that he would not be unwilling to accept the

presidency of our College if he were elected. In June 1944 he was elected President.

At that time he was again working with Sylvania Electric Products, having resigned from the War Production Board several months earlier. He had for some time been attempting to qualify for combat duty in the Navy, but his applications for combat duty had been denied on account of his eyes. Upon election as President of the College, however, he immediately applied for leave of absence to become a Lieutenant-Commander in the Navy Department in Washington, in the Office of Procurement and Materiel, and served with such distinction in that post that, shortly after he was granted leave to come to Trinity in October of last year, he received a citation. He has been actively working here for us on the campus since last October.

I present George Keith Funston, Trinity B.A. 1932, Harvard Business School M.B.A. 1934, for official investiture as President of our College.

INVESTITURE OF THE PRESIDENT

NEWTON CASE BRAINARD

Mr. Funston,—you have heard the report by Mr. Jones of your election as President of Trinity College. On behalf of the Trustees, I confirm that election to you and to the public, and present to you this key to the College library, as it was given to your predecessor, President Ogilby, as a symbol of your authority over the physical properties of the College and your responsibilities for its administration as an institution for the education of the youths of our country.

To our fellow colleges in New England, to the Faculty of Trinity College, to its Alumni and undergraduates, and to the public, I present the President of Trinity College, George Keith Funston.

ACCEPTANCE

PRESIDENT GEORGE KEITH FUNSTON

There is much in my heart and mind which I should like to express on accepting the Presidency of Trinity College.

Very much on my mind is the tremendous opportunity for service to the nation and to the entire world which is presented to education at the present time; an opportunity for service so compelling as to overcome my hesitation in leaving the business world, with which I was well acquainted, for the bewildering responsibilities of academic life.

Very much in my heart is gratitude, shared with all other Trinity men, for the College's rich heritage established and bequeathed by Doctor Ogilby and nurtured so carefully during the trying war years by Dean Hughes; a heritage which makes it possible for Trinity College to play a vital part in the opportunities which lie ahead for education.

Very much in my heart is the honor I feel at being called to head the College from which I graduated, and for which I have always had such deep affection. It is a great privilege to be associated once again with the professors who taught me and to whom I owe so much. As time passes, I hope they may come to have the same confidence in me, which I now have in them.

My obligation to these same professors is increasing. They have impressed upon me that the talks of a college president should be brief. It is prudent, therefore, for me to assume that the subjects just mentioned are so self-evident that they need no further elaboration and to pass on to a discussion of what Trinity College will stand for in the years to come.

It is, of course, impossible in a few short minutes to define the purposes and goal of an institution 123 years old, and rich in tradition and achievement. An indication may be obtained and the broad outlines of the College's purpose and goal sketched, however, in reviewing certain definitions of broad policy which the Faculty, Trustees, and the College Administration have recently adopted. These policies will

serve to guide us in the day-to-day administration of the College. Most of them reaffirm in large measure the traditional position of Trinity. Others represent aims and goals to be sought and achieved in order to make Trinity a better College.

We propose, first of all, that Trinity should remain a privately endowed liberal arts college for men. Such a college is a typically American and New England institution—one whose preeminent contribution to the educational achievements of our country has been acknowledged since early colonial days. Only the privately endowed college can control its own destiny with respect to academic standards and student selection. Only a liberal arts college can concentrate all its energies and thoughts on providing a “general” or “liberal” education; which, as you know, aims to provide a man with a broad background of knowledge, general abilities, and traits of mind, rather than a specialized knowledge such as that provided in the engineering or vocational schools.

There has been considerable discussion as to whether or not liberal education will continue to play its leading part. Any system of education must be judged by the men it produces. My experience with men of all types in business, government, and the Navy convinces me that the need for men with liberal arts training will continue to grow. As long as the liberal arts colleges have as their aim the development of self-reliant, responsible, and enlightened citizens of the United States and of the world—some of whom will be leaders and all of whom will be enlightened followers—the future of liberal arts education seems to me to be secure.

All our energies and resources therefore must be devoted to the purpose of making Trinity the *best* possible liberal arts college for men. We must guard against temptations to become a university or to become coeducational. We should refuse to divert our efforts from the field in which we can do best and where we can make our greatest contribution.

Trinity must remain a small institution, drawing its students from all over the nation, and should strive energetically to increase the proportion of those who reside on the campus and also the geographical distribution of the stu-

dent body. Because of a firm belief in the advantages of a small institution, Trinity has by choice limited its enrollment to an average of a little over 500 students. It is our goal to keep the College at approximately this size. In order to do everything feasible to aid the returning veteran, the College will attempt to accommodate about 10 percent more students than formerly. Due to the limitations of plant, faculty, and particularly of endowment (almost half of the cost of the education of every student at Trinity is paid out of endowment income) it probably will not be possible, however, to expand very much beyond 575 students. At a later date it might be advisable to consider once again the question of optimum size, but our concern now must be to make Trinity a better college of its present size.

The purpose of Trinity College is to develop the individual student, and his needs must be the controlling factor in all decisions in which he is involved. The student's development depends primarily on the effectiveness of the teaching provided. The maintenance of a faculty of able teachers and scholars whose main interest and activity is teaching therefore becomes the keystone of all of the policies of the College. Research is necessary to enrich and stimulate the powers of each instructor as a teacher; and, hence, faculty members will be expected to carry on research as an adjunct to capable teaching.

Trinity will continue to maintain the highest possible standards, emphasizing a four-year liberal arts program—either on a pre-professional or a terminal basis—and with a carefully guided choice of courses. Academic standards will continue to be held high and a rigorous course of study will be maintained. The level of abilities of every student will be taken into account and an attempt made to assign each a task which will cause him to work up to capacity. For example, there will be comprehensive examinations covering more than one field, and we shall encourage honors work for the better students.

Changes in curriculum will not be as spectacular here as in some institutions because Trinity has always prescribed a majority of a student's courses, a policy which is now being

reintroduced in many colleges. In the words, two years ago, of the report of Trinity's Committee on the B.A. Degree, these required courses have three aims:

1. They ensure some acquaintance by every student with the most important fields of human achievement and thus lay the foundation for that common body of knowledge necessary for a liberal education.
2. They give an opportunity for students coming to college with no definite goal to discover where their chief interests lie, and
3. They introduce the basic facts, tools, and ideas necessary for advanced courses or further individual work.

In addition to the required courses, the large number of students who go on to graduate schools will continue to receive the training which is prerequisite to graduate studies. No effort will be made to prepare the remainder of the students, who go to work immediately upon graduation, for narrow and highly specialized vocations, even though it is realized that there is an obligation to keep in mind a student's choice of an eventual profession or occupation in a broader sense. For example, while a man will not be trained to be a salesman, we can and will train him for a business career by urging him to major in economics, which includes such courses as accounting and labor relations. We shall not hesitate to teach things which will prove useful to a man in later life. We shall attempt to give a man background and breadth and to teach him to think and to work hard so that after graduation he can bring to a profession, or to a specific job, a viewpoint and an approach which will increase his effectiveness both as a wage earner and as a citizen.

The location of the College in Hartford provides a unique and excellent opportunity to utilize the city's cultural, governmental, financial and industrial facilities as laboratories. All courses must be taught in such a manner that the students are kept in touch with what is going on in the world outside so that our young men will be prepared for active participation in life as soon as they graduate. The morning's newspaper should be brought each day into the classroom discussion of every course; for we hold with Alfred North Whitehead

that "the only use of knowledge of the past is to equip us for the present"; or, as Calvin Coolidge has expressed the same idea, "We review the past, not in order to return to it, but that we may find the direction to which it points in the future." A study of the past in terms of the present, however, can do much to help a man live more responsibly in the future.

Trinity must be kept "a personal college." There is no benefit in remaining a small institution unless the inherent opportunities for increased individual attention and for increased contact between students, and the Faculty, and the Administration are actually made effective. The ratio of students to faculty members must be kept in the proportion of approximately 10 to 1, so that classes may remain small and provisions made for honors and seminar work. The lecture system must continue to be subordinated to discussion groups. Each man—good student as well as average—should be assigned to an advisor who will take the initiative in providing sound counsel and help. In addition, the College recognizes a responsibility to aid each man in determining what his general field of work will be after graduation. Vocational guidance will be provided. Courses of study will be planned for each student with his ultimate career in mind. Graduates will be aided in finding jobs. The major activity of most men after leaving college is the earning of a living; and a liberal arts college must recognize this and act accordingly.

This institution has always been non-sectarian and must remain so. Trinity's charter written in 1823 states that the College shall not make the religious tenets of any person a condition of admission or a condition of appointment to any office. The tragic experience of the war years indicates clearly the need for a wider appreciation of the nature and teachings of religion. It is obvious how far our progress in scientific knowledge has exceeded our ability to live together harmoniously in accordance with the Golden Rule. It will be the policy of the College, therefore, to give every man an opportunity to gain an understanding of and obtain an appreciation for the Christian values. A full-time chaplain will be appointed who will enter into the educational and administrative life of the College, and who will make religion have a persuasive

impact on as many students as possible—irrespective of their faith.

Trinity will continue to serve wholeheartedly the community of Hartford. As at present a college education will be made available to a sizeable number of Hartford boys; included among them those who cannot afford to go elsewhere for an education. Opportunities for adult education and for those employed during the daytime will continue to be provided in the evening Extension Courses and in the Summer School. The College will try to take an even greater interest in the life and activities of the community.

It will be an aim to keep the cost of attendance as low as possible so that students representing all social and financial levels may continue to mingle here. Scholarship funds with which to aid worthy young men must be increased greatly.

The responsibility of the College does not stop with classroom education. Extra-curricular activities of all kinds play an important part in the development of a young man, and we shall continue to foster them. Fraternities and other clubs will be favored as part of the college social life because they represent practical democracy at work and offer many opportunities for the development of young men. Eighteen years of close association with Trinity College convince me that the College comes first, and the fraternities second, in the minds of most Trinity fraternity men, which is as it should be. Our athletic program will remain unchanged. Emphasis will be placed upon physical training for all and on intermural sports. In intercollegiate athletics, we shall schedule colleges of our own size and type.

It is within the framework of the policies just enumerated that Trinity College will be administered in the years to come. An alumnus, therefore, will recognize quickly that the College will remain the Trinity College that he knows and loves. There will be some changes. We would not go back to "normalcy" or the "good old days" even if we could. But, more than the need for change, the experience of the past few years has reaffirmed the wisdom of the sound principles for which the College, and others of its type, have always stood.

The overall aim and goal is to maintain Trinity's position

as one of the nation's finest small colleges and to try to improve it.

In this future program for Trinity College, the first step, namely, the enunciation of purpose has been accomplished—a purpose which has the united support of the Faculty, the Trustees, and the Administration. But the big job lies ahead; it is relatively easy to determine upon certain broad policies and goals; it is much more difficult to effectuate them. Nevertheless, it can be done. Certain plans for reaching our objectives have already been formulated, and more will be forthcoming. But I do not wish to dwell on this aspect today. Inscribed in the cement before Northam Towers is a quotation, taken from the Bible, which Theodore Roosevelt made the text of an address delivered here in June 1918. Translated from the Latin it reads:

"Let him not boast who puts his armor on, as *he* who puts it off the battle done."

In the spirit of that wise passage and in accepting the Presidency of Trinity College, I shall only say that the job ahead is clear, and we shall try our best to do it.

GREETINGS FROM THE EDUCATIONAL INSTITUTIONS OF NEW ENGLAND

WALLACE BRETT DONHAM

GEORGE FISHER BAKER, *Professor of Administration,*
Graduate School of Business Administration, Harvard University

In these disturbed times the inauguration of a new president by one of our fine New England colleges is an exciting event in the intellectual life of the community. For the job of the college was never more important; never the need greater nor the challenge more imposing.

It is both my honor and my pleasure to present to this college and the living force who are its alumni the congratulations of other collegiate institutions of New England and on their behalf to join with you in the great expectations you are entitled to hold for your future under his leadership. In addition to speaking formally but warmly on behalf of these New England institutions and as a delegate especially instructed by the University of which I am a part, it is my privilege to add a personal note of confidence. This confidence arises from knowledge; for the Harvard Business School participated with Trinity College in the early and more formal part of the education of your new president. Such formal education terminates at fixed times. We like to think that despite these time limits we have shared in forming habits and assisted the development of skills which mean that his education and the growth of his capacity for effective and cooperative leadership will cease only with life itself.

One more personal note. It was my rare privilege to know well your late and properly lamented president. It is no effort to recall clearly Dr. Ogilby's enthusiasm for his student and friend who formally takes the leadership of this college today; the confidence of his personal recommendation to the Harvard Business School; the interest with which Dr. Ogilby followed his friend's fine progress in our School; and the assurance with which he looked forward to a useful and distinguished career for him. There can be no doubt in my mind

that Dr. Ogilby would be well content with this development in the life of the college he loved and served.

And so, Mr. President, I welcome you, on behalf of the educational institutions of New England, to the society of college administrators. By membership in this society and through your capacity as a leader, not because of authority but because of opportunity conferred upon you, you become more than others responsible for the task vital to our country and the world of adapting college education to the needs and opportunities of western civilization—a civilization suddenly in these last fifty years dominated by change and struggling with all too little understanding and too narrow vision with the human and social problems presented by the unforeseen ramifications of these changes. In this task the distinguished record of the New England college in training men for life under conditions now largely disappeared is both the greatest of your assets and one of the greatest of your obstacles. Particularly I congratulate you on your present opportunity and on your decision to leave the relative security of a business career to take part in this harder and even more challenging task of evolving and implementing methods of training men for responsible living and responsible leadership in this new world.

GREETINGS FROM THE FACULTY

PROFESSOR VERNON KRIEBEL KRIEBLE

Mr. President:

It is indeed an honor and a privilege to welcome you today in behalf of the Faculty of this College.

Many of us remember that in September of 1928 a young man entered Trinity from the Middle West. Before the completion of his first year it was quite evident that he would have a successful college career. By the end of his junior year we were proud to elect him to Phi Beta Kappa and to award him the highest competitive scholarship available for seniors. In June of the following year he graduated as Valedictorian

of his class. The Faculty respected and admired this young man for his intellectual curiosity, for his keenness of mind, for his courtesy to others and above all else for his sterling character. Today we welcome him—George Keith Funston—as the thirteenth President of the College. We welcome you, Mr. President, not as a stranger but as a very dear friend and a most loyal alumnus of Trinity. I hope that we may be pardoned when I say that the Faculty takes particular pride that one of our sons who had already attained marked success in the business world and who had every reason to believe that the future held even greater things in store for him should turn back to devote his ability, his energy and his idealism to his alma mater.

We cannot promise that your position will be an easy one and we doubt whether you would have assumed it had you thought that it would be easy. The position of college presidents has perhaps never been beset by so many difficult problems as it is today. First and foremost among these problems is the very aim and ideal of education itself. Our objectives in higher education are being scrutinized both inside and outside of college halls more critically than they have ever been before and rightly so. Certainly no one can claim that American education has been an unqualified success.

The scientific research laboratories are making and developing new discoveries at an astounding rate. Their effect on civilization will be far reaching in eliminating poverty, disease and squalor if properly organized. The public has a right to expect college graduates to understand the implications of these discoveries and to be able to deal with them effectively. We are no longer citizens of just the United States of America; we are also citizens of the world and every college graduate should be versed in the political systems of government, the aims, and the economy of all the major countries. We surely must not allow ourselves to drift into a third world war and the only way that the great power of this country can be used to preserve peace is to have an intelligent public opinion. How can this be accomplished unless our college graduates are far better trained in international affairs than they have been in the past?

This question of educational objectives is but one of many that press for solution. The members of your Faculty are not so vain as to believe that they know all the answers, but I can assure you that they are willing and stand ready to co-operate with you in order that we may build a Trinity of which we may both be very proud.

GREETINGS FROM THE ALUMNI

ELIOT LEE WARD, '13

President Funston, on behalf of the Alumni of Trinity College I welcome you as our Thirteenth President. It is a great pleasure to all of us that the Trustees have selected the new president from our ranks.

President Funston, your action in foregoing a successful career in the business world to take the presidency of Trinity College is a living example of loyalty and sacrifice of an alumnus to his college.

On behalf of your Alumni I pledge you our continued loyalty to Trinity College and we stand ready to contribute to any call you may care to make on us, be it time or money, to make your presidency the greatest in the history of our College.

GREETINGS FROM THE UNDERGRADUATES

ALBERT EDWARD HOLLAND, '46

It is my privilege this afternoon to speak on behalf of the undergraduates of Trinity College.

At Trinity, as at all colleges in the United States today, a large percentage of the student body is composed of men who have returned from the armed services with one aim: to obtain an education. Every great war has aroused this enthu-

siasm for study, this high seriousness of purpose, and this desire to participate actively in all phases of national life. But up to now this enthusiasm and this idealism have given way within a very short time to despair and to cynical distrust of all authority. Today, more than ever before, it is necessary that every effort be made to keep this new spirit alive. If it is allowed to die out, we shall be mastered by the very forces we are seeking so desperately to control. There is another great problem facing leaders in American education: the stimulation of equal enthusiasm in those students who are not filled—as we veterans are—with a knowledge of the tragedy of war. We are confident that you who have played an active part in the present conflict will be able to instill in students at Trinity this spirit of enthusiasm and idealism.

As you yourself know from your undergraduate days, there is a very close relationship at Trinity between the President and the students. We have noted with great pleasure and satisfaction that since you have assumed office this relationship promises to take on a new and deeper significance. Even in the short time you have been active as President, you have become not only our friend but our acknowledged leader.

We undergraduates are aware of the great problems which must confront you as head of a liberal arts college. We assure you of our whole-hearted and loyal support—both now as undergraduates and later as Alumni—in your endeavors to solve these problems and in your efforts to bring new life and new honor to Trinity.

CONFERRING OF HONORARY DEGREES

DOCTOR OF LAWS, *Honoris Causa*

WALLACE BRETT DONHAM, Cambridge, Massachusetts

DOCTOR OF HUMANE LETTERS, *Honoris Causa*

VICTOR LLOYD BUTTERFIELD, Middletown, Connecticut

DOCTOR OF DIVINITY, *Honoris Causa*

CONRAD HERBERT GESNER, Sioux Falls, South Dakota

WALLACE BRETT DONHAM

Senior Proctor—PROFESSOR JAMES A. NOTOPOULOS

Animis laetis, praeses honorande, accipimus amicum et decanum tuum in schola Harvardiana quae forensibus negotiis explicandis dicata est. Decet nos in eo aeque ut eum in te hodie gaudere. Virtute enim sapientiaque sua multum honoris, multum famae consecutus est. Bona artium et iurisprudentiae disciplina Harvardiana mentem eius firmavit. Posteaquam munere iuris consulti atque argentarii non sine honore perfunctus est a rebus ad animae regnum processit. Digito enim monstrandus et dicendus est quia trans illum amoenum Cantabrigiensem rivum nomine Carolum scholam aedificavit, curriculum academicum quaestionibus diiudicandis formavit et scholam florentem atque archetypum praestitit unde multi abeuntes postea inter primos conspicerentur. Talem te, ibi olim docentem, academia nostra evocavit ut sub aegide tua per annos plurimos etiam in maius augeretur. Hunc virum igitur de te bene merentem, spectatum hic et alibi, qui librum de pueris educandis scripsit

optimum, cuius quidem doctrina multum apud te valet, quique, cum iam senex sit, more Ulixei scientiam sicut cadens sidus secutus a cathedra professoriali desciscere non potest et cursum ad Universitatem Harvardianam de cognationibus humanis etiam nunc docet, ad te duco ut inter doctores honoris causa merito ascriptus noster fiat, Wallace Brett Donham.

President Funston:

Auctoritate huius Academiae mihi commissa, et honoris causa, admitto te, Wallace Brett Donham, ad gradum titulumque Iuris Utriusque Doctoris. Omnia dona, iura, privilegia, et dignitates quae aut hic aut alibi ad istum gradum spectant, tibi libenter confero; cuius rei hoc tibi diploma sit testimonio.

VICTOR LLOYD BUTTERFIELD

Senior Proctor:

Hunc Universitatis Wesleyanae praesidem, praeses honorande, qui apud nos festum hunc diem agentes adest ut verba salutaria faciat apud populum, ad te duco ut inter nostros alumnos honoris causa adlectus artiore vinculo nobiscum consocietur. Decet id ita esse non modo ob humanitatis societatem inter vicinos caros et nos sed etiam ob virtutem eius alumni Cornelliani et Harvardiani qui celeriter ad altum gradum honoris ascendit postquam reliquit illas gratissimas aulas philosophia atque variis avido satiatus pectore musis. Deinde prudenter se abstinuit turri eburnea cogitationis inertis. Bene enim cognovit 'gubernatricem esse philosophiam' illam quidem praeclaram sententiam societatis Phi Beta Kappa quam societatem centum iam annis apud nos conditam ad astra vecti hodie iustis caeremoniis celebramus. Is plane more Platonico ausus est introire cavernam illam rerum academicarum adminstrandarum. Quod quidem plurimum existimamus salutis patriae conferre. Hunc patris praesidis praesidem filium, folli olim ludendi peritum, artes liberales et literas humaniores

fortiter sustinentem, quas in suas partes iam diu discissas redintegrare studet, socium quoque tuum itineris ad eandem metam, tibi ornandum commendo, Victorem Lloyd Butterfield.

President Funston:

Auctoritate huius Academiae mihi commissa, et honoris causa, admitto te, Victor Lloyd Butterfield, ad gradum titulumque Litterarum Humaniorum Doctoris. Omnia dona, iura, privilegia, et dignitates quae aut hic aut alibi ad istum gradum spectant, tibi libenter confero; cuius rei hoc tibi diploma sit testimonio.

CONRAD HERBERT GESNER

Senior Proctor:

Felix terque felix erat ille dies cum hic alumnus relinquens nostras et theologicas aulas, cursu rite peracto, dictum illud Horatii Greeley secutus est, 'ad occidentem solem perge, iuvenis.' In civitatibus Minnesota et Dakota meridionali, ubi Creator campos et montes et intervalla magna fudit ut vis animi maiestatem et formam naturae contemplando in sapientiam Dei cresceret, hic pastor iam hosce undeviginti annos continuos fidem Christianam propagat ab urbibus usque ad magalia illorum aboriginum ruforum laborans ut eos Dei verbò ad res altiores educat. Ob labores salutiferae religionis praeclare et summa prudentia persolutos episcopus coadiutor sacrosanctae nostrae Ecclesiae creatus est. Tali vita nobis rite gloriandum est.

Gaudeamus insuper quod perfervide nostro collegio deditus est hic fidelis alumnus. Honore dignus est inprimisque hoc die festivo cum praesidem te purpura nostra vestimus. Conscio penitus virtutem sub cruce et Athena ali ei educatio iuventutis nostrae magnopere cordi est. Te igitur et multos alios pueros Christo et Ecclesiae venerationem puram adhibentes ad almam matrem misit ut bona Musarum disciplina imbuti postea cursum

honorum splendide conficiatis. Te ad supremum gradum apud nos evocato Collegium Trinitatis Sanctissimae eum magno in honore pro tanto beneficio habere et laetitiae tuae participare voluit. Quae cum ita sint hunc virum reverendissimum, Genium tuum, artissimo amicitiae vinculo tecum coniunctum, tuae familiae amicissimum, hodie gaudentem quod Deus illi dedit in te videre arborem fructuosam quam sevit ut altero saeculo prosit, reverendorum alumnorum filium et fratrem, bene de Ecclesia, bene de hac academia, bene de te merentem, ad te duco ut nobiscum artius ligetur per honorem quem daturus es, episcopum Conradum Herbertum Gesner.

President Funston:

Auctoritate huius Academiae mihi commissa, et honoris causa, admitto te, Conrad Herbert Gesner, ad gradum titulumque Divinitatis Doctoris. Omnia dona, iura et privilegia quae aut hic aut alibi ad istum gradum spectant, tibi libenter confero; cuius rei hoc tibi diploma sit testimonio. Esto fidelis usque ad mortem et tibi dabit Deus coronam vitae.

ADDRESS

DR. VICTOR LLOYD BUTTERFIELD

President of Wesleyan University

My privilege and pleasure today are very real. Trinity and Wesleyan, friendly rivals in the field, are brothers in a great mission. Our hopes, and our faith have been one for more than a century. Our felicitations and congratulations both to Trinity and to Mr. Funston are, therefore, more than those of friend to friend; they are those of brother to brother, those of disciple to disciple. More than personal issues are at stake. There is the common cause, the cause of enlightenment and wisdom. Our hopes for both the College and her leader are for their success in that enterprise. May it be long and great—a bearing forward of the torch that Dr. Ogilby and his generation carried so well.

It is Washington's Birthday. If, as Napoleon said, an army travels on its stomach, it is equally true that civilization travels on its heart and on its head. Education is the process by which we strengthen the heart and the head. It is a fitting day as well as a fitting occasion on which to discuss a problem central to the welfare of our country, for Washington of all men was concerned for her well being and her happiness.

The College world is suffering an unprecedented face-lifting. From Massachusetts Bay to the Golden Gate presidents and their faculties are giving birth to countless new plans in general education. Local and state, private and national associations and societies with their committees, sub-committees, and *ad hoc* committees are rendering endless reports. Teachers, lawyers, preachers, college presidents, business men, and even educators are writing books on the subject. We are flooded by the waters of reform and I am pausing today to ask whether we are not being drowned by them rather than being carried by them to happier shores.

The reforms have, in the main, a common form and a common rationale. Their advocates are essentially unani-

mous in their attack on the elective system. They are roughly agreed that all students should know something about all the main fields of learning, that there should be a "common core" of intellectual experience. They are also agreed for the most part that the curriculum should meet the "needs" of the student, whatever that may mean, and that his education should prepare him to be a better citizen, whatever *that* may mean. In the hope of meeting this last demand, many colleges have included required studies in American History.

I have no special quarrel with some of these reforms; quite the contrary, if they really mean anything important in the lives of the individual college communities which are adopting them. But this is the whole issue. What do they really mean, these plans and blue prints? We can reshift the pattern of our knowledge, seeking, as it were, the highlights of events from the fall of Adam to the resurrection of deficit spending. But the knowledge *may* mean no more, indeed *could* mean far less than a much more detailed acquaintance with the names, dates, events, trends, institutions, and crises of a single century. Knowledge *qua* knowledge *in the narrow factual sense* has no intrinsic relevance to the problem of education. The relevance of all such factual details lies in their use, in what the mind of the student does with them beyond trying to remember some of them.

What then is their proper use? This is the point at which the problem of education becomes on the one hand important, and on the other elusive and obscure.

The Psalmist vividly reveals the heart of the problem with his words:

When I consider thy heavens, the works of thy fingers,
the moon and the stars, what is man that thou art
mindful of him, or the son of man that thou visitest
him; Yet thou hast made him a little lower than the
angels and hast crowned him with glory and honor.

In other words, the problem of education is in the final analysis a spiritual problem. It is concerned with man, with his nature, his universe, and his destiny, and with his God. It is not a question of knowing a little of this or that, not a question of this or that "need," not a problem of conditioning

this or that response (democratic or otherwise) or making this or the other "adjustment." It is certainly not a matter of preparing a man for a job. It may in some manner and to some extent be all of these, but it is much more and far more profound.

Our daily lives are swathed in the conventions of our society. We go about our work, eat our meals, have our families, cherish comfort, security, and social respect. We are anxious for station, eager for privilege, and sensitive to our rights. Yet life cannot be interpreted in these terms, but rather in the response of the human spirit to them. Man finds his fulfillment only as he relishes his work and his meals, only as he loves his family, and wins his respect. Civilization is possible only as privilege is taken deservedly and humbly, and only as rights are generously and fully conceded to our fellow men. But take note—the zest, the love, the humility, the generosity, the character underlying respect, the quality underlying social concord—these are the inner man. These are the citadel of his being where he fortifies himself against the buffets of Fate and whence he lays hold on life and is defeated by it or triumphs with it. It is only in the tone, in the quality, in the beauty and strength of men's spirits that goodness and happiness lie. It is on these that civilization depends. If civilization, or if democracy, depends thus on the quality of men at their deepest level, then our intense national faith in education, and our vast expenditure in it of both money and men, are an illusion and waste unless that education impregnates the inner reaches of personality with that beauty and that strength.

This seems a far far cry from the three R's and the Little Red Schoolhouse. And it is a far cry from the educational jargon of this century, with its rating charts and adjustment devices. We know that our characters—both our behavior and its inner accompanying matrix of motives, feelings and attitudes are etched into us by the confluence of many subtle forces flowing through the reaches of our earlier years. These forces are the hands of parents, and the mores of elders and playmates, they are the planned and accidental events of the home and the playground, the street, the farm, and

the factory. And they are the incidence of wind and stars on childish fancy and boyish dream.

Yes, the three R's seem remote—like sticks borne on the flood rather than the grit that helps to mill out the pattern of mind and spirit. Yet such education is. It is not merely that with learning come habits of discipline, of concentration, of observation, and of memory. These are important, significant, and basic features of mature character. Nor is it merely that "reading, writing, and 'rithmetic" are in the educational vernacular "tool subjects," things that enable one to meet the commonplace needs of school and life. This too is important, but from the usual connotation of the word "tool" one would judge it to imply that language is primarily or exclusively a simplified set of adjustable wrenches with which to keep the jalopy of life going.

When one pauses to consider, however, one realizes that language is "the very pulse of the machine." Words, ideas, concepts, call them what you will, in their infinitude of permutation and combination do articulate, clarify, define every living situation in which we find ourselves every waking moment. They constitute the skeletal structure of what we call conscious awareness, without them we would be as beasts of the field—or at best mere infants whose world, as James suggests, "one great blooming buzzing confusion." Awareness and understanding mean that the raw material of the feelings and the senses are fused with the pattern of our thought and thus become intelligible—understood.

I wish we could realize far more vividly how deeply saturated life is with the ideas that language symbolizes—how its every pulse of feeling and every turn of action is understood and appreciated only by virtue of the words that dwell in it, so to speak. It isn't merely that we use numbers to keep our accounts, or words to write our business agreements or to discuss the topics of the day with our friends. It is rather that life finds its significance to the extent that understanding enters into it and the understanding gains its foothold by words and the ideas they indicate.

Probably the poets give us the most vivid illustration of this fact. Note the subtle but enormously significant differences

in the attitudes of the two lovers reflected in their words:

She walks in beauty like the night
Of cloudless climes and starry skies.

and in contrast:

Cupid and my Campaspe played
At cards for kisses; Cupid paid:

The one is moved by selfless devotion to a beauty stretching beyond earth; the other is playful, possessive, dainty but none the less earthy. Both are beautiful; both befit their time, place and object; yet somehow, they are worlds apart in meaning or significance.

Or as a second illustration from the poets, take the feeling for the ultimate mystery that impinges on our life and death:

But oh that deep romantic chasm which slanted
Down the green hill athwart a cedarn cover.
A savage place! as holy and enchanted
As e'er beneath a waning moon was haunted by
Woman wailing for her demon-lover.

and by contrast words from the book of Job:

And these things hast thou hid in thine heart:
I know that this is with thee. If I sin, then thou markest me, and thou wilt not acquit me from mine iniquity. If I be wicked, woe unto me; and if I be righteous, yet will I not lift up my head. I am full of confusion.
Therefore see thou mine affliction.

Both direct us toward the brute fact of a universe we do not comprehend. The one brings to life within us our slumbering suspicion of demonic forces lurking behind the scenes, the other pushes us to a vivid awareness of virtue all too often buffeted by the cruelties of fate. Both carry us to the edge of understanding and suggest fundamental attitudes toward life and fate. These things are critically human. They are suggested by words and are comprehended in the ideas implicit in our experience of them.

Now I ask—what has language as a “tool subject” and what has a 500 word vocabulary got to do with such levels of experience? This conception of language simply doesn’t meet the issue. Life is infinitely varied and unpredictable, and most of its important issues are subtle. Their understanding, indeed their very perception, and their management requires a keen awareness of their nature. This in turn is enormously aided by concepts arrived at through words. These insights and perceptions are deepened and sharpened as we feel them, name them, share them among ourselves. The basic attitudes toward life, towards our fellow men, towards the universe, destiny, and death are all thus refined and clarified; are thus more fully understood and appreciated. It is not a matter of exchanging gossip; it is a matter of soul speaking to soul—a matter of deep sounding unto deep.

Such is the basic premise of education. Any other is partial, and many others are trite. To those “realists” who throw at me the average I.Q. of our school population and their pathetic power of verbalization, I throw back the history of Christianity. Let any man read the Sermon on the Mount and ask who among the best of us can begin to meet its demands. “Forgive seventy times seven. Turn the other cheek. Call not thy brother fool. Resist not evil. Bless them that curse you. Do good to them which despitefully use you and persecute you.” Think of it. Was there ever less of a “realist” than the author of these words? Yet I remind all those who pride themselves on being “practical realists” that they would have no free America to be “practically real” in, had it not been for this and for hundreds of other “starry eyed idealists” with their heads in the clouds and their hands gripping the footstool of God. To them we owe such civilized attainments as we have and to them we shall owe our emergence from the present chaos—if granted—for the practical realists will for the most part be the appeasers. Likewise in education, the dead level of understanding will rise only as we renew our faith in learning, and comprehending the basic human issues. As all of us try to understand, try to learn, try to comprehend whatever is of human importance, try to gather the seeds of insight and wisdom from those of greater experience and

profounder minds through their words, surely the fuller will be our salvation both individually and collectively.

This is the eternal mission of the liberal college. She is not a pre-professional school, though her students should do well in the professions. She is not a finishing school, giving her students the proper polish for soirées and the conversational ease so desirable at the dinner table, though her graduates should be well mannered, well informed interesting and interested persons. She is not, finally, an agency trying to cater directly to the general, but secondary "needs" of mankind—to needs of health, of family, of profession, of citizenship. No one can handle these needs but the man himself, and the college tries to turn out a mind so trained in power, so aware of the issues, so conscious of taste and value, so thirsty for the right answers, that all these needs, and a thousand unpredictable ones beside, will be met with more competence and resolution than would otherwise be true. We are searching for wisdom, and wisdom comes from great minds struggling with great issues.

So we are back where we started. What of the blue prints of reform? They mean nothing by themselves. They mean everything as they succeed in inspiring students and teachers alike to this basic eternal quest. Whether they do or not can be told only by those who take part. So let us reform, but let us, in doing so, keep our eye on the basic problem.

"So teach us to number our days that we may apply our hearts unto wisdom."

PRAYER AND BENEDICTION

THE RT. REV. CONRAD HERBERT GESNER

O God, Holy Ghost, Sanctifier of the faithful, visit, we pray Thee, this College with Thy love and favor; enlighten our minds more and more with the light of the everlasting Gospel; graft in our hearts a love of the truth; increase in us true religion; nourish us with all goodness; and by Thy great mercy keep us in the same, O blessed Spirit, whom, with the Father and the Son together, we worship and glorify as one God, world without end. Amen.

God the Father, God the Son, God the Holy Ghost, bless, preserve, and keep you; the Lord mercifully with his favour look upon you, and fill you with all spiritual benediction and grace; that ye may so live in this life, that in the world to come ye may have life everlasting. Amen.

